



# Skills Development Framework

A model to support local employers develop integrated working within the young people's workforce

The Skills Development Framework for integrated working within the young people's workforce - an introduction

The Skills Development Framework has been developed and endorsed after consultation with the young people's workforce and the following key organisations:



## **The Skills Development Framework for integrated working within the young people's workforce**

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## **The Skills Development Framework for integrated working within the young people's workforce - an introduction**

### **The policy context**

Children's Workforce Development Council (CWDC) is leading a three strand programme to develop the young people's workforce by:

- Strengthening leadership and management.
- Building capacity in the voluntary and community sector.
- Creating a common platform of skills and competences, including the Skills Development Framework (SDF)

CWDC supports the vision that everyone who works with children, young people and families should be:

- Ambitious for every child and young person.
- Excellent in their practice.
- Committed to partnership and integrated working.
- Respected and valued as professionals.

Whatever their role, the aim is to ensure that each member of the workforce has the skills and knowledge to do the best job they possibly can and develop the skills to work successfully with others so that children and young people succeed and achieve more. The SDF describes the skills and competences needed by everyone working within integrated settings at different levels in the young people's workforce<sup>1</sup> within the context of Integrated Youth Support Services (IYSS).

The SDF is not a mandatory framework; however, it is consistent with an important direction of travel led by employers of the workforce, whether statutory, voluntary private or independent. The framework is intended to inform employers, employees and training providers (including workforce development managers) both locally and nationally, as well as national standards-setting bodies, as they introduce and foster the skills and competences their workforces need for integrated working. The framework has been informed by employers and national workforce representatives, who are in favour of a national model of integrated working standards.

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<sup>1</sup> The young people's workforce includes those workers, paid or unpaid, in the statutory, private and voluntary and community sector, who work with young people aged 13-19 and up to age 25 for those with learning difficulties and disabilities; whose primary role is to enable and support the holistic development of young people, facilitate their personal and social development, help them to develop their voice, influence and place in society and reach their full potential, and help them to remove barriers that enable them to progress, achieve positive results and make a successful transition to adult life.

The SDF promotes the development of a minimum level three qualified and graduate led workforce. It is recognised that currently not everyone in the workforce works at level three upwards and that entry level in some parts of the workforce is below level three. In order for the SDF to be fully inclusive and to promote diversity in the workforce, we anticipate that future iterations of the framework may also cover level two.

## An overview of the young people's workforce<sup>2</sup>

- Leaders and managers of front line services for young people.
- Core young people's workforce – involved in the holistic development of young people. Their role mainly involves face-to-face contact with young people, their parents or carers.
- Wider young people's workforce – work which sometimes involves young people, their parents or carers and families.

## What is the Skills Development Framework?

The SDF is a model to aid the development of integrated working skills. Skills are defined progressively from level three through to expert practitioner<sup>3</sup>. The skills defined at each level are relevant to integrated working, regardless of the precise role or profession of an individual.

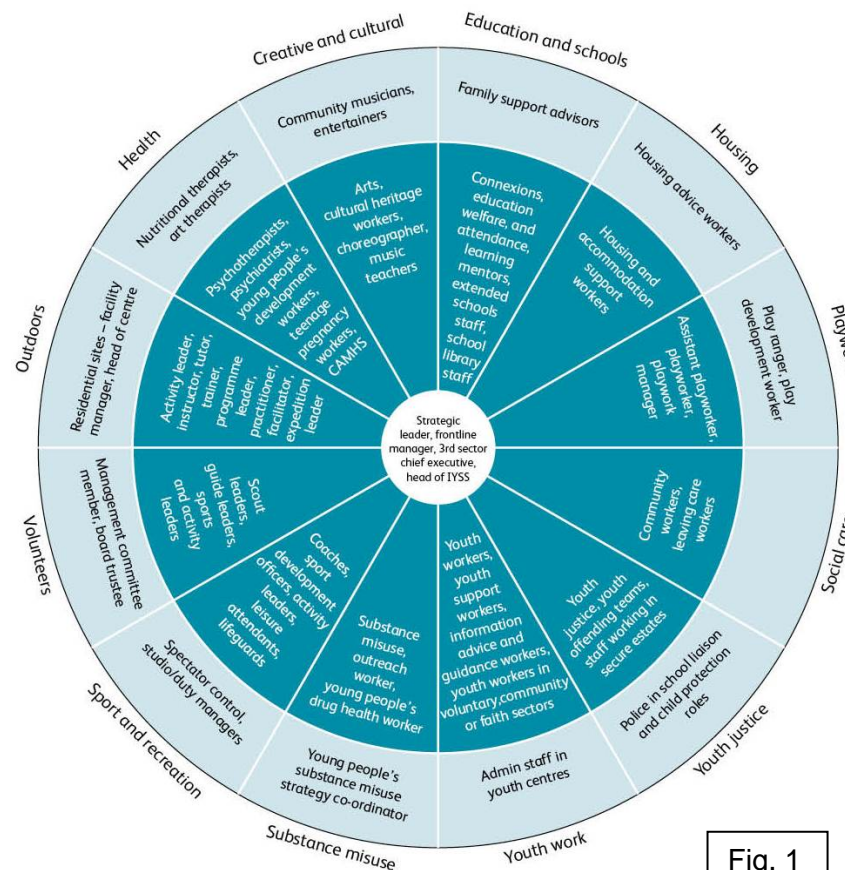


Fig. 1

<sup>2</sup> CWN (2009) A Picture Worth Millions: State of the Young People's Workforce, <http://www.cwdcouncil.org.uk/young-peoples-workforce/state-of-the-young-peoples-workforce-report>

<sup>3</sup> For a full definition please see page 13

## **Skills at each level in the Skills Development Framework are subdivided into three component parts:**

1. The skills in the framework are aligned to the six skill sets in **the refreshed Common Core of Skills and Knowledge for the children's workforce**.<sup>4</sup> The Common Core describes the skills and knowledge that everyone who works with children, young people and families (including volunteers) is expected to have. It offers a single framework to underpin multi-agency and integrated working, professional standards, training and qualifications across the children and young people's workforce:
  - Effective communication and engagement with children, young people and families.
  - Child and young person development.
  - Safeguarding and promoting the welfare of the child or young person.
  - Supporting transitions.
  - Multi-agency and integrated working.
  - Information sharing.

## **Who can use the Skills Development Framework?**

- Employees and employers who wish to use a national model of the skills needed for effective integrated working across the young people's workforce.
- Employees and employers who wish to identify and plan to meet continuing professional development (CPD) needs concerning integrated working for specialists within the young people's workforce. This includes potential new entrants to the workforce, both employed and commissioned.
- Employers and workforce development managers involved in commissioning provision and describing local job roles.
- Employers and stakeholders planning sustainable workforce development, including apprenticeships and other qualifications.
- Young people and volunteers who plan to enter the workforce; so they can understand, identify and develop the skills needed for integrated working and plan their careers.

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<sup>4</sup> The Common Core of Skills and Knowledge [http://www.cwdcouncil.org.uk/assets/0000/9297/CWDC\\_CommonCore7.pdf](http://www.cwdcouncil.org.uk/assets/0000/9297/CWDC_CommonCore7.pdf)

## Other uses of the framework

The SDF is a model against which individuals and employers can benchmark. It groups skills against level descriptors so employees and employers can identify what they need to be able to do in terms of integrated working in order to progress within the young people's workforce. The SDF can therefore be embedded in training and professional development.

The SDF also supports supervision in an integrated workforce. Line managers can use it to ensure the four management functions represented in Fig 2. have the hallmarks of integrated supervision. The SDF can therefore be embedded in induction and supervision activities.<sup>5</sup>

See page 11 for examples of how the SDF may be used in these ways.



Fig. 2

## Why a Skills Development Framework?

Professionals who work within one part of the young people's workforce can have excellent professional skills (for example as a play worker or a youth worker) or specialist skills (such as a coach). However, when they work with professionals from other parts of the workforce they may find they have a different approach and/or may speak a different 'language'. Their own professional skills may also not equip them to understand all the risk factors of a range of poor outcomes and the need to bring in early specialist support before problems escalate.

This makes it difficult to successfully implement integrated working, designed to improve outcomes and help young people achieve more by bringing together a "mixed economy" of skilled workers, improving processes and providing fairer services.

A focus, therefore, by employers, workforce planners and employees on developing the common or shared skills that underpin integrated working will do much to enhance the integration and quality of the workforce. These common or shared skills complement professional skills. The intention of the Skills Development Framework is to promote these complementary integrated working skills.

<sup>5</sup> CWDC Supervision Guide [http://www.cwdcouncil.org.uk/assets/0000/9005/CWDC\\_Supervision\\_Guide.pdf](http://www.cwdcouncil.org.uk/assets/0000/9005/CWDC_Supervision_Guide.pdf)



The SDF will be of value to employers designing specific roles which emphasise integrated working, or who are putting together integrated working teams. It will also be relevant to employers designing performance or organisational management systems and who wish to benchmark integrated working skills against best practice. Thirdly, the SDF also helps those designing professional development opportunities to support workforce development through programmes and activities focusing on integrated working skills.

2. The second set of skills is those which are specific process-related skills (**process skills**). These include the **integrated working** skills needed to ensure the successful implementation of tools used in multi-agency and integrated working, such as the Team Around the Child/Young Person process (TAC/YP).<sup>6</sup>
3. The third set is those **skills transferable between other workforces** which may not be specific to the children and young person's workforce but support effective **integrated working**. These may include, for example, management, effective use of resources or implementing quality improvement systems.

Each skill is linked to a statement which amplifies the requirement and establishes the standard expected at each level to implement successful integrated working. Individuals and managers in local areas can use the SDF to think about personal and team development. The SDF supports employers in local areas to develop their workforce. It can help us all to understand better and make the most of our roles within an integrated workforce.

SDF uses the language defined in the Common Core.

The SDF includes two additional components:

- It summarises the knowledge needed to underpin the skills at each level of practice. This will help employers, employees and prospective employees to identify what they will need to know and to plan ways in which they may acquire or develop this knowledge.
- It recognises and links to specialist professional skills in the young people's workforce. Examples of the specialist skills and knowledge that complement integrated working in component parts of the workforce are included in **Appendix 1**.

A fuller explanation of how to use the framework begins on page 14.

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<sup>6</sup> Team around the Young Person <http://www.cwdcouncil.org.uk/multi-agency/team-around-the-child>



## **The role of specialist and professional skills**

The SDF does not define specialist skills associated with specific parts of the workforce (such as guidance, play work, supporting vulnerable young people or youth offending). The framework assumes that specialist skills are a necessary complement to the skills and knowledge it describes. They can be developed by undertaking specialist training and specific occupational qualifications and by experiential learning. Examples of specialist skills in Appendix 1 are indicative, not exhaustive. Specialist skills will be used by employers in developing role descriptions or performance management systems for specialists and other professionals who are also expected to be involved in integrated working to improve outcomes for young people. We intend to produce case studies based on early implementation of this framework. These should be published alongside future iterations of the framework.

## **The Skills Development Framework within the context of a model of social pedagogy**

The SDF is underpinned by a model of working described as social pedagogy. The key features of social pedagogy can be described as a focus on the child/young person's wellbeing as a whole person, with rights not limited to legal or procedural requirements.<sup>7</sup> Practitioners support the overall development of young people by seeing themselves as an individual in relationship with the young person. In other words, young people inhabit the same life space as practitioners, who are trained to share in many aspects of the young person's life and daily activities. Social pedagogues emphasise the importance of team work with parents, the community and other professionals in developing young people and are also encouraged to constantly reflect on their own practice and apply theoretical understanding and self-knowledge to the sometimes challenging demands which they confront. In order to be effective as a social pedagogue, practitioners see building relationships with young people, families and carers as critical; their emphasis is on working with individuals and groups and the development of professional skills to enhance this approach. Allied to this, is a focus on the importance of listening and communicating.

Social pedagogy is, therefore, "underpinned by a belief in the ...[young person], in their competence and their resourcefulness."<sup>8</sup> Social pedagogues place a strong focus on activities undertaken with, rather than by, young people, allowing both parties to develop their skills and specialism to work collaboratively to enhance each other's practice.

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<sup>7</sup> Petrie, P., Boddy, J., Cameron, C., Heptinstall, E., McQuail S., Simon, A. and V. Wigfall [2005] *Pedagogy – a holistic, personal approach to work with children and young people across services*, Briefing Paper, June 2005, Thomas Coram Research Unit

<sup>8</sup> Eichsteller, G. (2006). *Treasure Hunt – Searching for Pedagogic Ideas within Youth Work in Portsmouth*. BA Dissertation – University of Portsmouth

## **The Skills Development Framework and its link to qualifications**

The SDF has been developed in line with the refreshed Common Core. CWDC's Qualifications Strategy for the Children's Workforce promotes the spread of Common Core skills and knowledge throughout the workforce by embedding them in the mandatory shared units of our most important qualifications. The SDF is not a qualifications framework. Since the SDF is not role specific, it is not designed to replace National Occupational Standards (NOS) or professional standards which define specific roles or occupations in the workforce, nor is it designed to be a proxy for qualifications. The SDF defines levels based on the Qualifications and Credit Framework level descriptors. For the current NOS relating to specialist roles in the workforce, please refer to the relevant sector skills council (SSC).<sup>9</sup>

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<sup>9</sup> **SSCs:** Creative and Cultural Skills; CWDC; Skills Active; Skills for Health; Skills for Justice: Life Long Learning UK

## **Youth Professional Standards**

Youth Professional Standards are an embedded element of the SDF positioned between practitioner and advanced practitioner levels, equivalent to level 6. They support the young people's workforce in raising standards and demonstrating new levels of leadership in integrated practice. They describe a beacon of excellent practice that embodies the skills, knowledge and experience needed by leaders of practice from any profession within IYSS. Youth Professional Standards have a direct relationship with the SDF and the skills and competences described within the SDF. The standards can be seen as a point in the career development of the individual.

Youth Professional Standards cover five core areas and are listed in full at page 39:

- Applying specialisms in an integrated workforce.
- Shared values.
- Knowledge and understanding for reflective practice.
- Working with young people.
- Planning, managing and evaluating.

## **Examples of how the Skills Development Framework may be used:**

1. An employee, who commenced work in the young people's workforce as a trainee and entered the workforce as a level 3 advanced apprentice, has been employed in a local authority for two years as a community support officer. The individual has identified that he/she finds it difficult to work effectively with other professionals. The employee also wishes to progress to a role as community development officer. By matching the individual's own skills through self-assessment against (i) the multi-agency and integrated working skills at level 3 and (ii) the expectations for multi-agency and integrated working at level 4; it will be possible for that employee to identify which areas he/she needs to work on and seek support through appraisal or performance management systems and professional development to address them. It will, therefore, empower individuals in exploring their own career development.
2. An employee currently working as a developing practitioner who holds a level four qualification and who is committed to undertaking further training at foundation degree level in order to further develop their career in IYSS, could use the SDF to influence their choice of qualification and target continuing professional development activity to support this development. This employee is able to address their development of integrated working skills by mapping and identifying their current

strengths and building upon areas for development that can be addressed through a pro-active choice of work experience and supplementary activities.

3. An employer identifies that young people are not always able to achieve their outcomes since information is not being shared effectively between different agencies in the area. Many of the employees involved are specialists and have been in their profession for up to 20 years, with significant experience. The employer decides, therefore, to select the skills defined for information sharing at levels 6 and 7 and to benchmark the employees to these; to assess which skills need working on to achieve better outcomes. *(The supervision model (Fig 2) on page 7 can be used to actively facilitate this approach)*
4. A health worker at level 4 has been supporting the Community Health Team. She wants to gain level 5 skills, knowledge and understanding to increase her opportunities for promotion, but does not want to train as a nurse or allied health professional at level 5 (although she would like to continue to work in a role with children, young people and families). Using the Skills Development Framework, she can benchmark her current integrated working skills against level 4 and look for opportunities to move into a role outside the health sector. Alternatively, she could benchmark against level 5 and go about 'filling the gaps'; developing her skills, knowledge and understanding through personal development planning, helping her to identify and prepare for a level 5 role within an integrated context that matches her aspirations.
5. A volunteer manager, who works for a small volunteer-led community organisation, offering a mentoring service to young mums (and who manages 30 volunteers), has been invited to be part of a consortium funding bid offering a one-stop shop service to teenage mothers. The one-stop shop service will involve working with a wide range of other organisations both from the statutory and voluntary sectors; it will cover health, education, advice and personal support. There is a strong chance that the consortium will be successful, but the manager is concerned that her team of volunteers does not have all the skills available to work effectively with other practitioners. The manager uses the Skills Development Framework to create a simple skills audit to identify where the gaps are and help plan a training and development programme; she then aims to source support to put this in place.
6. A Strategic Integrated Workforce Lead has identified that the young people's workforce needs investment in their local area. They decide to use the Skills Development Framework to confirm that senior managers have the necessary skills, knowledge and understanding to work in these ways at Levels 7 and 8, thus aiding integrated working. The Strategic Integrated Workforce Lead offers continuous professional development opportunities to fill any identified gaps. The Skills Development Framework provides a clear map of requirements for the training provider to work from.

7. A local authority wants to ensure that its young people's workforce has the necessary skills to enable disabled children, young people and their families to have access to its provision. It conducts a skills audit of the workforce against the framework at all levels to assess what skills the workforce has and where the gaps are. From this, the local authority plans to establish a training programme to support the workforce to develop its skills to ensure provision meets the needs of disabled children and young people and improve their outcomes. This includes both whole staff training and more specific, targeted support to meet the needs of individual staff.

## Skills, knowledge and understanding

Each level of the framework defines the skills needed to deliver competent practice for integrated working. Each level is aligned to the level descriptors in the Qualifications and Credit Framework:

The skills have associated knowledge, understanding, behaviours and attitudes which are required to enable a practitioner to deliver integrated working competently. This is displayed in tables after the definitions of skills. Practitioners are able to demonstrate capacity and capability by combining their skills, knowledge and understanding.

Minimum level 3 qualification and being given support to develop integrated working skills	pages 16-22
Integrated working skills that are defined at levels 4/5 (developing practitioner)	pages 23-30
Integrated working skills defined at level 6 (practitioner)	pages 31-38
Youth Professional Standards	pages 39-40
Integrated working skills defined at level 7 and normally displayed in a senior, developmental role within a service, but not necessarily as a manager (advanced practitioner)	pages 41-49
Those taking a lead role in integrated working within a service or organisation with skills at level 8 (expert practitioner)	pages 50-59

## How to use the framework

The skills, knowledge and understanding at each level are set out as follows:

Skills at level 3:	Explanation at level 3:	
<b>Effective communication and engagement with children, young people and families</b>		Common Core headings.
Listens empathetically	Demonstrates listening and consultation skills. Helps young people to make their own decisions. Recognises them as active partners in integrated working.	Explanation always in the right column
Responds appropriately	Respects young people as individuals and responds without imposing own views.	
<b>Process related skills at level 3:</b>		
Leads the CAF with support	Applies integrated working skills and knowledge from own profession to lead the implementation of the CAF (with support) to meet the needs of young people.	Skills related to tools and processes, with explanations in the right-hand column
Leads 'Team Around the Young Person' with support	Applies integrated working skills and knowledge from own profession to lead, (with support) the Team Around the Young Person (TAYP).	
<b>Skills transferable to/from other workforces at level 3:</b>		Skills common across the workforce, which support integrated working, with explanations in the right hand column
Provides excellent customer service	Provides approaches appropriate to the needs and aspirations of young people, their families, stakeholders and other professionals under supervision.	
Uses resources effectively	Uses available resources to support flexible and efficient integrated delivery methodologies.	

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<b>Knowledge and understanding at level 3:</b>	<b>Explanation at level 3:</b>
Effective communication and engagement with children, young people and families	Can listen, respond and communicate relevantly to the needs of the young person within an integrated working environment. Understand the relative importance and impact of verbal and non-verbal communication.
Child and young person development	Understands how young people develop emotionally, physically, sexually, intellectually, morally, socially and develop their character. Takes account of equality and diversity in supporting positive outcomes. Understands the young person's position in a family or caring network, and the importance of parental engagement in achieving outcomes for the young person. Observes and records appropriately to meet needs.

The knowledge and understanding section is divided in the same way as the skills section above (Common Core, process and transferable skills), with explanations on the right

The right-hand boxes in this section are more detailed, as each statement of knowledge and understanding is related to several skills





Skills, knowledge and understanding at level 3

Skills at level 3:	Explanation at level 3:
<b>Effective communication and engagement with children, young people and families</b>	
Listens empathetically	Demonstrates listening and consultation skills. Helps young people to make their own decisions. Recognises them as active partners in integrated working.
Responds appropriately	Respects young people as individuals and responds without imposing own views.
Communicates actions	Demonstrates clear and appropriate communication skills within the context of integrated working. Maintains an open and appropriate dialogue and cross communication to enable practitioners to implement effective interventions.
<b>Child and young person development</b>	
Observes and records	Understands the principles of the role of observation and record keeping in effective practice and actively contributes to decisions based on collective research and experience.
Recognises differences	Recognises the importance of equality, diversity, non discriminatory practice and inclusion in relation to implementing effective outcomes for young people.
<b>Safeguarding and promoting the welfare of the child or young person</b>	
Recognises when action is needed	Collaborates with others to implement effective arrangements to keep young people safe and secure.

<b>Supporting transitions</b>	
Identifies transitions	Supports the implementation of effective transition arrangements.
Supports relationships	Understands integrated working skills and processes to develop, understand and support the complexity of relationships associated with young people.
<b>Multi-agency and integrated working</b>	
Respects other professionals	Respects and supports professionals from other organisations/services.
Recognises own boundaries	Understands own role as a new employee developing integrated working skills within the young people's workforce.
Reflects on and develops own practice	Invests in professional development to improve own practice within an integrated working context.
Uses a shared language	Shows knowledge of the language of integrated working and shared values.
<b>Information sharing</b>	
Shares appropriate information, signposting to others	Shares appropriate information and knowledge with others to support young people's personal development in line with appropriate protocols, knowing when and how to signpost to others.

Process related skills at level 3:	
Leads the CAF with support	Applies integrated working skills and knowledge from own profession to lead the implementation of the CAF (with support) to meet the needs of young people.
Leads Team Around the Young Person with support	Applies integrated working skills and knowledge from own profession to lead (with support) the Team Around the Young Person (TAYP).
Acts as lead professional with support	Applies integrated working skills as a lead professional within the context of integrated working with support.
Contributes to common induction	Disseminates knowledge from own experience and receives knowledge and support for skills development from others within the integrated workforce.
Contributes/leads communities of practice	Actively contributes to developing communities of practice.
Uses online directories	Identifies own knowledge requirements and seeks additional support through the use of online and other directories and other relevant technologies.
Works with 'episode co-ordinators' <sup>10</sup> ,	Works as part of integrated practice with 'episode co-ordinators' as appropriate.
Operates through multi-agency and/or integrated teams	Demonstrates skills as a member of an integrated working team.
Applies appropriate quality standards	Applies, under supervision, quality standards which support integrated working.

<sup>10</sup> 'Episode Co-ordinator' is the person responsible for ensuring information about a specific young person's episode (ie complete journey through the CAF process – from identifying needs early and until all identified needs are met) is accurate and up-to-date for the duration of the episode

<b>Skills transferable to/from other workforces at level 3:</b>	
Provides excellent customer service	Uses approaches appropriate to the needs and aspirations of young people, their families, stakeholders and other professionals under supervision.
Uses resources efficiently and effectively	Uses available resources to support flexible integrated delivery methodologies.
Promotes the integrated service/organisation	Promotes the role and contributions of own service/organisation to the implementation of integrated working that improves outcomes.
Implements safeguarding arrangements appropriately	Implements effective safeguarding arrangements within the context of the service/organisation and integrated working under supervision.
Applies relevant standards to own role, as an employee developing integrated working skills	Contributes to improving the quality of the overall service provision through the application of quality standards relevant to own role.

**This table shows the key elements of knowledge and understanding which will enable the skills to be applied competently by an employee or volunteer in the young people's workforce at level 3.**

<b>Knowledge and understanding at level 3:</b>	<b>Explanation at level 3:</b>
Effective communication and engagement with children, young people and families	Can listen, respond and communicate relevantly to the needs of the young person within an integrated working environment. Understand the relative importance and impact of verbal and non-verbal communication.
Child and young person development	Understands how young people develop emotionally, physically, sexually, intellectually, morally, socially and develop their character. Takes account of equality and diversity in supporting positive outcomes.

	Understands the young person's position in a family or caring network, and the importance of parental engagement in achieving outcomes for the young person. Observes and records appropriately to meet needs.
Safeguarding and promoting the welfare of the child or young person	Knows the law and policy areas relevant to their role in respect of safeguarding. Understands what is meant by safeguarding and knows the different ways young people may be harmed. Knows when and how information can be shared and with whom.
Supporting transitions	Knows what constitutes a transition and how and when to intervene. Understands and identifies how young people respond to change. Knows the referral routes and processes within own organisation and to other organisations.
Multi-agency and integrated working	Understands own role and responsibilities within service/organisation and team. Understands the role and responsibilities of others within service/organisation and team. Uses appropriate language to support integrated working.
Information sharing	Understands the purpose of providing information and what constitutes appropriate information. Is aware of and utilises the methods of information sharing and ensures signposting to others.
<b>Process related knowledge and understanding at level 3:</b>	
Leads the CAF with support	Knows the purpose of the CAF and how it works. Takes ownership for the leadership and implementation of the CAF.
Leads Team Around the Young Person with support	Understands the purpose of the Team Around the Young Person and how it works. Own role in leading and implementing Team Around the Young Person.
Acts as lead professional with support	Has clear understanding of what constitutes an effective lead professional. Own role in leading and implementing the CAF.

Contributes to common induction	Understands and applies the purpose of common induction and its role in integrated working. The content of common induction and its relevance to all practice at all levels.
Contributes/leads communities of practice	Knows the scope and value of communities of practice and what is required as a contribution.
Uses online directories	Is aware of the availability and purpose of online directories and other online resources.
Works with 'episode coordinators'	Understands the role of the 'episode co-ordinator' and when to involve them.
Operates through multi-agency and/or integrated teams	Knows the purpose and composition of multi-agency teams and integrated working teams and the key differences between them.
Applies appropriate quality standards	Applies specialist quality standards relevant to integrated working.
<b>Knowledge and understanding transferable to/from other workforces at level 3:</b>	
Provides excellent customer service	Understands what constitutes excellent customer service as applied to young people and their families.
Uses resources efficiently and effectively	What resources are available and how to use them efficiently and effectively.
Promotes the integrated service/organisation	Fully understands the integrated service/organisation structure, function, vision and values and how to advocate for that service/organisation.
Applies relevant standards to own role, as an employee developing integrated working skills	Has a clear understanding of the NOS, quality standards and organisational standards as applied to own role, as an employee developing integrated working skills.





Skills, knowledge and understanding at levels 4/5  
(For developing practitioners)

Skills at level 4 & 5: (Developing practitioner)	Explanation at level 4 & 5:
<b>Effective communication and engagement with children, young people and families</b>	
Listens and builds empathy	Demonstrates listening and consultation skills. Positively engages young people in making their own decisions. Encourages young people to be active partners in integrated working.
Responds appropriately	Respects young people as individuals, responding without imposing own views to build trust.
Communicates actions	Demonstrates clear communication skills, influencing others as appropriate within the context of integrated working.
<b>Child and young person development</b>	
Observes, records and reports	Observes, records and reports in line with the requirements of integrated working.
Recognises differences	Recognises the importance of equality, diversity and inclusion in relation to delivering successful outcomes for young people and the wider community.
<b>Safeguarding and promoting the welfare of the child or young person</b>	
Recognises when considered action is needed	Collaborates with others to identify when and how action needs to be taken to keep young people safe and secure and supports their implementation.

<b>Supporting transitions</b>	
Intervenes at transitions	Collaborates with others to intervene with appropriate arrangements.
Develops and maintains relationships	Demonstrates understanding and provides support for the complexity of relationships associated with young people.
<b>Multi-agency and integrated working</b>	
Respects and acknowledges the views of others	Respects and acknowledges the views of other organisations/services.
Deals with common conflicts	Recognises common conflicts that may occur in integrated working and takes steps to resolve them.
Recognises own boundaries	Understands own role as a practitioner developing integrated working skills within the young people's workforce.
Reflects on and develops own practice	Invests in professional development to improve practice in the context of integrated working.
Uses a shared language	Demonstrates knowledge of the language of integrated working.
<b>Information sharing</b>	
Shares and handles appropriate information	Shares information and knowledge to support young people's personal development in line with appropriate protocols.

Signposts to others as appropriate	Makes referrals when own experience or expertise is insufficient.
<b>Process related skills at level 4 &amp; 5:</b>	
Leads the CAF with support	Applies integrated working skills and knowledge from own profession to lead the implementation of the CAF, with support, to meet the needs of young people.
Leads 'Team Around the Young Person' with support	Applies integrated working skills and knowledge from own profession to lead, with support, the Team Around the Young Person.
Acts as lead professional with support	Applies integrated working skills as a lead professional within the context of integrated working.
Takes part in/leads common induction	Disseminates knowledge from own experience, and receives knowledge and support for skills development from others within the integrated workforce.
Takes part in/leads communities of practice	Actively contributes to developing and leading shared practice in the context of integrated working.
Uses online directories	Identifies own knowledge requirements and seeks additional support through the use of online and other directories.
Works with/acts as 'episode co-ordinator'	Demonstrates integrated working practice with other professionals through interventions.
Operates through multi-agency and/or integrated teams	Demonstrates efficiency and effectiveness as a member of a team implementing integrated approaches.

<b>Skills transferable to/from other workforces at level 4 &amp; 5:</b>	
Provides excellent customer service, differentiated to the user	Demonstrates approaches appropriate to individual needs and aspirations of young people, their families, stakeholders and other professionals, respecting their own views and experiences.
Uses resources effectively and efficiently	Demonstrates effectiveness and efficiency in the use of resources to ensure flexible and efficient delivery that improves outcomes for young people.
Advocates for the integrated service/organisation	Recognises and celebrates the role and contributions of own and other services/ organisations to the implementation of integrated working to improve outcomes for young people.
Applies relevant quality standards	Contributes to improving the quality of the overall service provision through integrated working.

**This table shows the key elements of knowledge and understanding which will enable the skills to be applied competently by an employee or volunteer, normally a developing practitioner, within the young people's workforce working at level 4/5.**

<b>Knowledge and understanding at level 4 &amp; 5:</b>	<b>Explanation at level 4 &amp; 5:</b>
Effective communication and engagement with children, young people and families	Listens, consults, responds and communicates relevantly to the needs of the young person within an integrated working environment. How to use different forms of verbal and non-verbal communication and how they may impact on the young person and their family. Demonstrates respect and support.
Child and young person development	Understands how young people develop emotionally, physically, sexually, intellectually, morally, socially and how they develop their character. Knows the purpose of taking account of equality and diversity in supporting positive outcomes. Understands the young person's position in a family or caring network, and the importance of parental engagement in achieving outcomes for the young person.

	Know how to observe and record appropriately to meet needs.
Safeguarding and promoting the welfare of the child or young person	Understands law and policy areas relevant to role in respect of safeguarding and how it is applied in the service/organisation. Knows what is meant by safeguarding and the different ways young people may be harmed. Understands own role in safeguarding and when and how information can be shared and with whom.
Supporting transitions	Knows what constitutes an effective transition and how those most at risk of exclusion or underachievement can be supported. Knows how to intervene appropriately within an integrated working context. Understands how young people respond to change. Identifies and uses referral routes within own organisation and to other organisations.
Multi-agency and integrated working	Knows own role and responsibilities within service/organisation. Knows role of other services/organisations in integrated working practice. Can identify common conflicts encountered in integrated working and how to resolve them. Knows how to improve own practice and acts as a role model within integrated working. Knows and uses appropriate language to support and develop integrated working.
Information sharing	Know the purpose of providing information and what constitutes appropriate information. Methods of information sharing and how to evaluate information.
<b>Process related knowledge and understanding at level 4 &amp; 5:</b>	
Leads the CAF with support	Understands the purpose of the CAF. Knows own role in leading and implementing the CAF.
Leads Team Around the Young Person with support	Understands the purpose of the Team Around the Young Person. Knows what is required from own role in leading and implementing Team Around the Young Person.

Acts as Lead Professional with support	Understands what constitutes an effective Lead Professional. Knows own role in leading and implementing the CAF.
Takes part in/leads common induction	Understands and applies the purpose of common induction and knows its role in creating integrated working teams.
Takes part in/leads communities of practice	Knows the scope and value of communities of practice and the importance of contributing to their development.
Uses online directories	Is aware of the available online directories and other online resources and understands their purpose.
Works with/acts as an 'episode co-ordinator'	Understands the purpose and role of the 'episode co-ordinator' and the skills needed to be effective in the role.
Operates through multi-agency and/or integrated teams	Knows the purpose and composition of multi-agency and integrated working teams, and their methods of operation. Is clear of the expectations on self within their role within an integrated working team.



<b>Knowledge and understanding at level 4 &amp; 5 transferable to/from other workforces:</b>	
Provides excellent customer service, differentiated to the user	Knows what constitutes excellent customer service, differentiated to meet specific needs, as applied to young people and their families.
Uses resources effectively and efficiently	Recognises what resources are available, how to use them effectively and efficiently and how to seek additional resources to meet needs.
Advocates for the integrated service/organisation	Knows how and when to advocate for the integrated service/organisation and for what purpose.
Applies relevant quality standards	Knows and uses occupational, standards and organisational standards as applied to own role as a developing practitioner.



Skills, knowledge and understanding at level 6  
(For practitioners)

Skills at level 6: (Practitioner)	Explanation at level 6:
<b>Effective communication and engagement with children, young people and families</b>	
Listens and consults	Demonstrates advanced listening and consultation skills, engaging young people positively in making their own decisions, encouraging them to be an active partner in integrated working.
Builds empathy and trust	Respects young people as individuals, building confidence and trust to enable the development of purposeful relationships within a service that integrates working to improve outcomes for young people.
Communicates assertively	Demonstrates advanced communication skills, influencing others through integrated working, without imposing own views.
<b>Child and young person development</b>	
Makes decisions based on observation and shared dialogue	Takes effective decisions based on collective research and experience in collaboration with colleagues.
Recognises differences	Promotes equality, diversity and inclusion in relation to young people, the workforce and the community.
<b>Safeguarding and promoting the welfare of the child or young person</b>	
Takes considered action with others	Collaborates with others to implement integrated and effective arrangements and specific actions to keep young people safe and secure.
<b>Supporting transitions</b>	

Diagnoses & intervenes at transitions	Collaborates with others through integrated working to implement effective arrangements that improve outcomes for young people.
Develops relationships	Understands and respects the role and contribution of others within the young people's workforce and seeks opportunities to promote and develop integrated working.
<b>Multi-agency and integrated working</b>	
Supports and coordinates	Demonstrates understanding and provides support for the complexity of relationships associated with young people.
Respects and supports the views of other professionals	Respects the specialisms and supports the views of other professionals within the context of integrated working.
Resolves conflicts	Demonstrates through own practice how to overcome and prevent potential conflicts and challenges associated with integrated working.
Recognises own and others' boundaries	Demonstrates through own practice the valued added for improved outcomes through integrated working.
Reflects on and improves own practice	Invests time in own development to improve practice in complex and challenging situations (as a professional working in an integrated context to improve outcomes for young people).
Builds and uses a shared language	Shows advanced knowledge of the language of integrated working.
Evaluates and justifies actions	Reviews and evaluates own actions and justifies their outcomes and impact on integrated working.

Information sharing	
Selects, handles and shares information confidently	Shares information and knowledge to support young people's personal development through integrated working in line with appropriate protocols.
Refers to others as appropriate	Makes appropriate referrals through integrated working when own experience or expertise needs to be complemented for improved outcomes.
Process related skills level 6:	
Leads the CAF/eCAF	Applies detailed knowledge from own profession, to the implementation of integrated skills that enables the CAF to meet the needs of young people.
Leads the Team Around the Young Person	Applies detailed knowledge from own profession, to the implementation of integrated working that supports the Team Around the Young Person.
Operates as a model lead professional	Demonstrates the knowledge and attributes of a lead professional and evaluates the effectiveness of own integrated working skills and how they impact on own practice.
Leads common induction	Disseminates knowledge and understanding from own experience to others, within the integrated workforce.
Leads communities of practice	Actively contributes to developing and leading shared practice within the context of integrated working.
Uses and evaluates online directories	Identifies own knowledge requirements and seeks additional support through the use of online and other directories which support integrated working.
Acts as an 'episode co-ordinator'	Demonstrates effective integrated practice through the coordination of professionals through interventions.

Delivers through multi-agency and/or integrated teams	Demonstrates efficiency and effectiveness as a member of a team implementing integrated approaches to working with young people in order to improve outcomes.
<b>Skills transferable to/from other workforces level 6:</b>	
Provides excellent customer service, differentiated to the user	Demonstrates approaches appropriate to individual needs and aspirations of young people, their families, stakeholders and other professionals, respecting their views and experiences and providing them within an integrated working context.
Selects and applies resources effectively and efficiently	Demonstrates effectiveness and efficiency in the selection and application of resources to ensure flexible and integrated delivery methodologies.
Advocates for and celebrates the integrated service/organisation	Recognises, respects and celebrates the role and contributions of own and other service/organisations to the implementation of integrated working that improves outcomes for young people.
Applies relevant quality standards to improve delivery	Actively contributes to assessing and improving the quality of the overall service provision through integrated working.

**This table shows the key elements of knowledge and understanding which will enable the skills to be applied competently by a practitioner within the young people's workforce working at level 6.**

<b>Knowledge and understanding at level 6:</b>	<b>Explanation level 6:</b>
Effective communication and engagement with children, young people and families	<p>Demonstrates advanced listening, consultation, influencing and communication skills relevant to the needs of the young person within an integrated working environment.</p> <p>Knows how to respond positively and in an appropriate and timely manner.</p> <p>Understands different forms of verbal and non-verbal communication, how they may impact on the young person and their family and their role in building confidence.</p> <p>Knows ways to demonstrate, support and earn respect.</p>

Child and young person development	<p>Has a detailed understanding of how young people develop emotionally, physically, sexually, intellectually, morally, socially and how this impacts on their character.</p> <p>Understands the importance of recognising equality and diversity in developing positive outcomes.</p> <p>Knows the young person's position in a family or caring network, and the importance of parental engagement in achieving outcomes for the young person.</p> <p>Makes effective decisions based on observation and shared dialogue.</p>
Safeguarding and promoting the welfare of the child or young person	<p>Is aware of legal and procedural considerations related to safeguarding and how it is applied in the service/organisation.</p> <p>Knows how young people may be harmed, the signs of abuse and how to intervene when harming is suspected.</p> <p>Understands boundaries of own role in respect of safeguarding and when and how information can be shared and with whom.</p>
Supporting transitions	<p>Knows why effective transition is critical for young people and how it can impact on confidence and achievement.</p> <p>Understands how to work with colleagues to ensure transitions are effective within an integrated working context.</p> <p>Is aware of referral routes within own organisation and to other organisations to support young people's transitions.</p>
Multi-agency and integrated working	<p>Understands own role and responsibilities within service/organisation and how own actions impact on integrated working.</p> <p>Understands the nature of the specialisms of other professionals and how to work in an integrated working context when their views differ from own.</p> <p>Is aware of the potential conflicts and challenges encountered in integrated working and how to resolve, prevent and mitigate them.</p> <p>Understands the importance of improving own practice and acting as a role model within integrated working.</p> <p>Uses appropriate language to develop and embed integrated working.</p>
Information sharing	<p>Knows appropriate information protocols and how to negotiate them.</p> <p>Knows methods of information sharing and how to evaluate the impact of information on practice.</p>



Process related knowledge and understanding at level 6:	
Leads the CAF/eCAF	Understands the purpose of the CAF/eCAF. Knows own role in leading the CAF/eCAF and ways to improve the effectiveness of the process.
Leads the Team Around the Young Person	Understands how an effective Team Around the Young Person operates and the importance of integrated working to provide an effective service.
Operates as a model Lead Professional	Has the skills and attributes of a model Lead Professional and knows how to use them for the benefit of the organisation/integrated service.
Leads common induction	Knows the purpose of common induction, its role in creating effective integrated working teams and how to evaluate the effectiveness of it.
Leads communities of practice	Clearly understands the importance of developing and leading communities of practice and the impact on improving integrated working.
Uses and evaluates online directories	Knows the availability, purpose and effectiveness of online directories and other online resources.
Acts as an 'episode co-ordinator'	Understands the purpose and role of the 'episode co-ordinator', the skills needed to be effective in the role and how to evaluate its impact within the organisation/integrated service.
Implements through multi-agency and/or integrated teams	Understands the purpose and composition of multi-agency and integrated working teams, their methods of operation and how to evaluate their effectiveness. Is aware of expectations of their role within an integrated working team.

Knowledge and understanding transferable to/from other workforces at level 6:	
Provides excellent customer service, differentiated to the user	Knows how to provide excellent customer service, differentiated to meet specific needs, as applied to young people and their families.
Selects and applies resources effectively and efficiently	Understands what resources are available, how to use them effectively and efficiently and how to prepare a case for additional resources to meet specific needs.
Advocates for and celebrates the integrated service/organisation	Knows the purpose of advocating the integrated service/organisation and how to select ways which are fit for purpose.
Applies relevant quality standards to improve provision	Applies occupational, quality and organisational standards, as relevant to own and others' roles within the integrated working team.

**Youth Professional Standards are situated at the transition from level 6 to level 7:**

Youth Professional Standards have been developed following extensive consultation with the young people's workforce and leading young people's organisations. They cover five core areas:

**Standard Applying specialisms in an integrated workforce**

- 1.1 Have in depth knowledge and critical understanding of the rationale for and importance of integrated working and the opportunities and challenges it creates.
- 1.2 Apply detailed knowledge from their own profession to the development and delivery of effective integrated working that meets the needs of young people.
- 1.3 Have sound understanding of how roles, remits and methodology of other professions complement their own practice.
- 1.4 Collaborate with others to implement and evaluate effective safeguarding arrangements.
- 1.5 Share information and knowledge with others to support young people's personal development in accordance with relevant information sharing protocols.

**Standard Shared values**

- 2.1 Understand and respect young people as individuals and actively support their holistic development, including the advancement of their rights, responsibilities and aspirations.
- 2.2 Understand, recognise and respect the role and contributions of other parts of the young people's workforce.
- 2.3 Promote equality, diversity, inclusion and anti-discriminatory practice in relation to young people, the workforce and community.

**Standard Knowledge and understanding for reflective practice**

- 3.1 Critically evaluate and apply relevant principles, policies and theories, including those within social pedagogy, to underpin and develop practice.
- 3.2 Engage in Continuing Professional Development to sustain and enhance practice.
- 3.3 Understand and demonstrate behaviours, culture and working practices that enable collaborative and effective working within an integrated team.

- 3.4 Champion best practice, supporting others through mentoring, coaching and professional supervision.
- 3.5 Critically evaluate the use of diverse delivery methods and resources highlighting the importance of safe use of current and emerging technologies.

**Standard Working with young people**

- 4.1 Lead work to establish and sustain purposeful environments where young people feel safe, secure, confident and valued.
- 4.2 Work with young people, especially those with additional or complex needs, to assess individual need, to promote access and inclusion in the design and delivery of services and provision.
- 4.3 Evaluate and implement different ways of effectively engaging young people in decision making on issues affecting their lives and the lives of others, and ensure that their voices are heard.
- 4.4 Work effectively within the complex inter-relationships found in young people's families, communities, cultural groups and faiths.
- 4.5 Work effectively in complex, challenging situations, making use of an appropriate range of integrated working resources.

**Standard Planning, managing and evaluating**

- 5.1 Plan, deliver, monitor and critically evaluate coherent and inclusive provision that is designed to ensure better outcomes for young people.
- 5.2 Reflect on and evaluate the impact of own and team's practice, modifying approaches where necessary to deliver continued service improvement.
- 5.3 Actively contribute to assessing and improving the quality of overall services by identifying gaps and improvements, gathering and using relevant information.



Skills, knowledge and understanding at level 7  
(For advanced practitioners)

Skills at level 7: (Advanced Practitioner)	Explanation at level 7:
<b>Effective communication and engagement with children, young people and families</b>	
Listens, consults and negotiates to build confidence and trust	Demonstrates advanced listening, consultation and negotiation skills, engaging young people positively to make their own decisions, build confidence and trust, which encourages them to be an active partner in integrated working.
Communicates with authority	Communicates with authority, in a manner that both commands respect, and respects young people, as individuals and groups.
Respects, recognises the rights of, and negotiates around the views of others	Respects the role and contribution of young people and others within the young people's workforce, including their right to be heard, and negotiates with other professionals involved in integrated working to reach consensus.
<b>Child and young person development</b>	
Uses judgement to make collaborative decisions and apply and evaluate interventions	Negotiates and collaborates with others through integrated working to identify and implement effective interventions based on shared practice.
Makes considered decisions on how to support young people	Negotiates with young people and professionals to diagnose and make considered decisions with them and their families. This is about addressing their development, taking into account equality, diversity and inclusion.
<b>Safeguarding and promoting the welfare of the child or young person</b>	
Develops and leads specific actions to improve the wellbeing of young people	Manages the development of specific actions, negotiates with other professionals and leads the implementation of measures to improve the wellbeing of young people.
Establishes and sustains safe and purposeful environments	Negotiates through integrated working sustainable, safe and purposeful environments, which enable delivery of effective outcomes for young people.

<b>Supporting transitions</b>	
Examines and improves agreed models for integrated working	Takes effective decisions based on collective research and experience to develop and improve models for integrated working that streamline transitions.
Coordinates, supports and collaborates to build relationships	Demonstrates understanding and provides support through integrated working, for the complexity of relationships associated with young people.
<b>Multi-agency and integrated working</b>	
Supports others in their reflection to improve practice that support outcomes for young people	Provides effective support to others involved in integrated working to develop their own practice and that of the service within the context of improving outcomes for young people.
Recognises limits of authority and how to work across boundaries to support integrated working	Solves complex problems by demonstrating advanced understanding of when and how to refer, and how to use referral and other processes to develop opportunities to support and improve outcomes for young people associated with integrated working.
Reflects on and improves own practice	Invests in professional development to improve practice in complex and challenging situations.
Resolves differences and conflicts	Demonstrates through own practice and provides support to others to overcome potential conflicts and challenges associated with integrated working.
Negotiates and builds a common language	Has advanced knowledge of the language of integrated working and its use and development to promote integrated working to support outcomes.
Critically evaluates integrated working and justifies actions	Reviews and evaluates the impact of own actions and those delivered through integrated working and justifies their outcomes.

Information sharing	
Selects, handles and shares appropriate and/or complex information confidently	Selects, handles and shares complex information and knowledge appropriately, in line with agreed protocols to support young people's development and improve outcomes for them.
Generates ideas through the analysis of information	Generates ideas through the analysis of information and concepts at an abstract level leading to innovative solutions for the service.
Process related skills level 7:	
Leads the CAF/eCAF, providing support to others on own and other organisations	Applies detailed knowledge from own profession to the leadership and implementation of the CAF, to meet the needs of young people.
Leads and evaluates Team Around the Young Person	Applies detailed knowledge from own profession to the leadership and implementation of Team Around the Young Person.
Acts as, develops and evaluates the role and performance of the lead professional	Demonstrates the knowledge and attributes of a lead professional; developing the role in the context of integrated working and evaluating the effectiveness of own work and work of others.
Leads and implements common induction	Disseminates knowledge and understanding from own experience to others within the integrated workforce.
Leads, manages, develops and evaluates communities of practice	Demonstrates the leadership, management, development and evaluation of shared practice that improves outcomes for young people.
Uses, and where authorised, contributes to online directories	Identifies own knowledge requirements and seeks additional support through the use of online and other directories, contributing to their development as authorised in the capacity of an 'episode co-ordinator' or episode initiator, as appropriate.



Acts as an 'episode co-ordinator'	Demonstrates effective integrated practice through the coordination of professionals through interventions.
Manages or leads integrated teams and multi-agency teams	Manages or leads integrated working and the delivery of practices through the coordination of professionals, through interventions and multi-agency or integrated working teams; recognising their different structures and purposes.
<b>Skills transferable to/from other workforces level 7:</b>	
Provides excellent customer service, differentiated to the user	Demonstrates approaches appropriate to individual needs and aspirations of young people, their families, stakeholders and other professionals, respecting their views and experiences and encouraging active contribution of the young person in the service.
Manages resources effectively and efficiently	Demonstrates advanced management skills in deploying resource effectively and efficiently to ensure flexible delivery methodologies that improve outcomes for young people, and seeks ways to optimise resource use through integrated working.
Advocates for the integrated service/organisation	Recognises, respects, celebrates and evaluates the role and contributions of own and other services/organisations to the delivery of integrated working that improves outcomes for young people.
Applies and evaluates relevant quality standards	Manages the assessment and improvement of the quality of the overall service provision through integrated working and evaluates its impact on outcomes.
<b>Additional skills for those in a management role level 7:</b>	
Manages the strategic development of the organisation/service	Manages the strategic development of the organisation/service to ensure integrated working is at the heart of service delivery.
Manages the human resource/workforce development of the organisation/service	Manages human resources to ensure the effective implementation of integrated working and to improve outcomes for young people.

Manages a significant budget on behalf of the organisation/service	Manages the financial budget to ensure the effective implementation of integrated working and to improve outcomes for young people.
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**This table shows the key elements of knowledge and understanding which will enable the skills to be applied competently by a senior employee or volunteer, acting in the capacity of an advanced practitioner, within the young people's workforce working at level 7.**

Knowledge and understanding at level 7:	Explanation level 7:
Effective communication and engagement with children, young people and families	Has advanced listening, consultation, influencing and communication skills relevant to the needs of the young person within an integrated working environment. Can respond positively and in an appropriate and timely manner. Uses different forms of verbal and non-verbal communication, how they may impact on the young person and their family and their role in building confidence. Knows ways to demonstrate, support and earn respect.
Child and young person development	Has a detailed understanding of how young people develop emotionally, physically, sexually, intellectually, morally, socially and how this impacts on their character. Understands the importance of recognising equality and diversity in developing positive outcomes. Understands of the young person's position in a family or caring network, and the importance of parental engagement in achieving outcomes for the young person. Can make effective decisions based on observation and shared dialogue.
Safeguarding and promoting the welfare of the child or young person	Understands legal and procedural considerations related to safeguarding and how it is applied in service/organisation. Researches how young people may be harmed, the signs of abuse and how to intervene when harming is suspected. Knows boundaries of own role in respect of safeguarding and when and how confidential information can be shared, and with whom.

Supporting transitions	<p>Knows why effective transitions are critical for young people and how they can impact on confidence and achievement.</p> <p>Can work with colleagues to ensure transitions are effective within an integrated working context.</p> <p>Understands and utilises referral routes within own organisation and to other organisations to support young people's transitions.</p>
Multi-agency and integrated working	<p>Knows own role and responsibilities within service/organisation and how own actions impact on integrated working.</p> <p>Understands the nature of the specialisms of other professionals and how to work in an integrated working context when their views differ from own.</p> <p>Is aware of potential conflicts and challenges encountered in integrated working and how to resolve, prevent and mitigate them.</p> <p>Knows the importance of improving own practice and acting as a role model within integrated working.</p> <p>Uses appropriate language to develop and embed integrated working.</p>
Information sharing	<p>Knows appropriate information protocols and how to negotiate them.</p> <p>Understands methods of information sharing and how to evaluate the impact of information on practice.</p> <p>Knows how to generate ideas and apply research skills to analyse information.</p>
<b>Process related knowledge and understanding at level 7:</b>	
Leads the CAF/eCAF, providing support to others on own and other organisations	<p>Understands the purpose of the CAF/eCAF as a means to integrated working.</p> <p>Knows own role in leading the CAF/eCAF and ways to evaluate the implementation of them to improve the effectiveness of the service for young people.</p>
Leads and evaluates Team Around the Young Person	<p>Uses management styles to develop an effective Team Around the Young Person and how to evaluate its effectiveness as part of integrated working.</p>
Acts as, develops and evaluates the role and performance of the Lead Professional	<p>Knows the skills and attributes of a model Lead Professional and how to use them to develop an effective organisation/integrated service.</p>

Leads and implements common induction	Knows the role of common induction in creating effective integrated working teams, how to evaluate the effectiveness of common induction and to find innovative ways of delivering it.
Leads, manages, develops and evaluates communities of practice	Understands the importance of developing, leading and taking responsibility for communities of practice and their impact on improving integrated working.
Uses, and where authorised, contributes to online directories	Is aware of the availability, purpose and effectiveness of online directories and other online resources.
Acts as an 'episode co-ordinator'	Understands the purpose and role of the 'episode co-ordinator' and the 'episode initiator', the skills needed to be effective in the roles and how to evaluate their impact within integrated working/the organisation.
Manages or leads integrated teams and multi-agency teams	Knows the purpose and composition of complex multi-agency teams and integrated working teams; their methods of operation and how to evaluate and improve their effectiveness. Understands and applies team management styles appropriate to the context. Understands expectations of role within an integrated working team.
<b>Knowledge and understanding transferable to/from other workforces at level 7:</b>	
Sets exemplars for the provision of excellent customer service, differentiated to the user	Knows how to recognise and maintain excellent customer service, differentiated to meet specific needs, as applied to young people and their families.
Manages resources effectively and efficiently	Can select and use resources effectively and efficiently, evaluate their value added and how to prepare a case for additional resources to meet specific needs.
Advocates for the integrated service/organisation	Understands the purpose of advocating for the service/organisation, selection of methodologies and evaluation of impact on outcomes for young people.
Applies and evaluates relevant quality standards	Knows occupational standards, quality standards and organisational standards as applied to the integrated working team. Can evaluate quality improvement strategies and standards to improve outcomes for young people.

<b>Additional knowledge and understanding for those in a management role at level 7:</b>	
Manages the strategic development of the organisations/service	Understands and applies models of strategic planning and development appropriate for integrated working and knows how they align to models of social pedagogy.
Manages the human resource/workforce development of the organisation/service	Knows the principles of human resource development and human resource management. Understands what constitutes workforce development and knows how to implement strategies' costs effectively. Can manage and motivate a diverse multi-disciplinary team.
Manages a significant budget on behalf of the organisation/service	Understands essential financial management and can set, manage and monitor a budget. Ensures that physical resources are fit for purpose when managing disparate and multi-disciplinary teams across a number of organisations/sites.

Skills, knowledge and understanding at level 8  
(For expert practitioners)



Skills at level 8: (Expert practitioner)	Explanation at level 8:
<b>Effective communication and engagement with children, young people and families</b>	
Listens, consults and negotiates to build confidence and trust	Demonstrates expert, exceptional listening, consultation and negotiation skills; engaging young people positively with demonstrable evidence of them taking their own decisions, building confidence and trust, to enable them to be an active partner in integrated working.
Evidences and communicates with authority	Evidences and communicates with authority, in a manner that both commands respect, and respects young people, as individuals and groups.
Respects, recognises and actively promotes the rights and responsibilities of young people as partners in integrated working	Promotes equality, diversity and inclusion in relation to young people, respects the role and contribution of young people and others within the young people's workforce. Promotes their right to be heard and negotiates with other professionals involved in integrated working to reach consensus, evaluating the effectiveness of the contributions.
<b>Child and young person development</b>	
Uses judgement to evaluate the impact of interventions	Collaborates with others to collect research and evidence, implement and evaluate interventions and model solutions that can be applied to other circumstances within integrated working.
Applies research skills leading to innovative decision-making	Applies research, critical thinking and analysis to make decisions that lead to innovative and developmental opportunities that improve outcomes for young people.

<b>Safeguarding and promoting the welfare of the child or young person</b>	
Leads the development of sustainable environments for integrated working	Leads through integrated working, the development of sustainable, purposeful environments, which enable effective outcomes for young people to be delivered.
Develops, leads and assesses the impact of innovative solutions to improve wellbeing	Leads the development of innovative solutions in consultation with others leading and implementing integrated working that improve outcomes for young people, evaluating their impact.
<b>Supporting transitions</b>	
Leads innovative solutions to deliver effective transitions	Leads collaborative research and practice to develop new models to streamline transitions, evaluating their added value and effectiveness.
Negotiates new relationships; building on existing	Demonstrates expert knowledge and understanding and provides support for the complexity of relationships associated with young people, their families and their communities.
<b>Multi-agency and integrated working</b>	
Leads, coordinates and supports other professionals	Leads, develops and evaluates the outcomes of professionals delivering through integrated working within the service/organisation.
Resolves differences and conflicts, improving service effectiveness	Demonstrates through own practice and provides expert support to others to overcome potential conflicts and challenges associated with integrated working that improve outcomes for young people and improve the effectiveness of the service.
Reflects on and improves own practice and its impact on integrated working	Invests in professional development and demonstrates through own practice, the opportunities associated with integrated working and how to overcome potential conflicts and challenges associated with it.



Supports reflection and advocates for others	Accepts responsibility and accountability to provide effective support to others involved in integrated working, advocating for them as appropriate. Enabling others to develop their own practice and that of the service and improve outcomes for young people.
Negotiates and builds a common language	Shows expert knowledge of the language of integrated working and its use and development to promote, implement and evaluate integrated working to support outcomes.
Critically evaluates leadership and management in collaboration with partners	Critically evaluates leadership and management of integrated working to propose improvements that will impact positively on outcomes.
<b>Information sharing</b>	
Selects, handles and shares appropriate and/or complex information confidently	Selects, handles and shares complex information and knowledge appropriately in line with agreed protocols and demonstrates command of methodological issues to support young people's development and improve outcomes.
Responds to abstract problems and analyses information to propose solutions	Responds to abstract problems and analyses information to propose solutions to expand and redefine knowledge and information.
<b>Process related skills at level 8:</b>	
Leads the CAF, providing support to others in own and other organisations	Applies detailed expert knowledge from own profession to the leadership and implementation of the CAF to meet the needs of young people.
Leads and evaluates Team Around the Young Person	Applies detailed expert knowledge from own profession to the leadership and implementation of Team Around the Young Person.
Acts as, develops and evaluates the role and performance of the lead professional	Demonstrates expert knowledge and attributes as a lead professional, developing the role in the context of integrated working and evaluating the effectiveness of own work and the work of others.
Leads the vision and strategy for common induction to develop practice	Leads the approach to and implements induction, disseminates knowledge and understanding from own experience to others in the integrated workforce.

Leads, manages and develops communities of practice	Demonstrates the leadership, management, development and evaluation of shared practice, taking full responsibility for the outcomes for young people.
Establishes and evaluates information sharing protocols	Leads the development of information sharing protocols, which define the ways of sharing information to support effective delivery of outcomes, as part of integrated working.
Uses/contributes to online directories as 'episode co-ordinator' or episode initiator	Identifies own knowledge requirements and seeks additional support through the use of online and other directories, contributing to their development as authorised.
Leads integrated and/or multi-agency teams	Leads integrated working and the delivery of practices through the co-ordination of professionals, by using interventions and multi-agency/integrated working teams, recognises their different structures and purposes.
<b>Skills transferable to/from other workforces at level 8:</b>	
Sets and disseminates exemplars of excellent customer service, differentiated to the user	Demonstrates and disseminates approaches appropriate to individual needs and aspirations of young people, their families, stakeholders and other professionals, respecting their own views and experiences and encouraging active contribution of the young person in the service.
Maximises resources use, ensuring value for money	Demonstrates efficiency and effectiveness in the selection, use and evaluation of resources to ensure flexible delivery methodologies that improve outcomes for young people, and seeks ways to optimise resource use through integrated working.
Advocates for the integrated service/organisation	Recognises, respects and celebrates the role and contributions of own and other services/organisations to the leadership and implementation of integrated working that improves outcomes.
Applies and critically evaluates quality standards	Leads the assessment and improvement of the quality of the overall service provision through integrated working.

<b>Additional skills for those in a leadership role at level 8:</b>	
Develops a vision	Leads the development of a vision for the organisation, demonstrating creativity and collaborating with young people, communities, stakeholders and colleagues to gain consensus.
Leads strategy development	Leads the strategic development of the organisation/service to ensure integrated working is at the heart of service implementation.
Leads the service/organisation	Leads the development and planning of the service, exercising appropriate judgement to a number of complex functions related to products services or operations, to maximise the outcomes achieved through integrated working for young people.
Oversees the governance of the organisation	Working as a trustee or a non-executive as appropriate.
Provides an accountable integrated service	Working as a trustee or non-executive to ensure that the organisation offers value for money and value added in the delivery of improved outcomes and is accountable for all its transactions.

**This table shows the key elements of knowledge and understanding which will enable the skills to be applied competently by a very senior employee or volunteer, working as an expert practitioner and/or a leader, within the young people's workforce working at level 8.**

<b>Knowledge and understanding at level 8</b>	<b>Explanation at level 8:</b>
Effective communication and engagement with children, young people and families	Knows what constitutes expert, exceptional listening, consultation, communication and negotiation skills and applies these effectively. Uses techniques for engaging young people positively with Can build confidence and trust in young people. Critically evaluates the way in which integrated working respects the role and

	contribution of young people and others within the young people's workforce, including their right to be heard, negotiates with other professionals involved in integrated working to reach consensus, and evaluates the effectiveness of the contributions.
Child and young person development	Understands and uses methodologies for critical research and analysis that underpin decision making. Understands advanced theories of development of young people. Knows the young person's position in a family or caring network and the importance of parental engagement in achieving outcomes for the young person. Can make effective decisions based on observation and shared dialogue.
Safeguarding and promoting the welfare of the child or young person	Understands legal and procedural considerations related to safeguarding and knows how it is applied, monitored and evaluated in integrated working through the service/organisation. Knows how young people may be harmed, the signs of abuse and how to intervene when harming is suspected. Understands the role of a Responsible Officer. Understands issues balancing confidentiality with safeguarding and knows how to address them.
Supporting transitions	Knows why effective transitions are critical for young people and understands how they can impact on confidence and achievement. Can lead colleagues within an integrated service to ensure transitions are effective and add value. Makes sense of complex referral routes within own organisation and to other organisations to support young people's transitions.
Multi-agency and integrated working	Knows how own leadership style and style of others impact on integrated working. Understands the nature of the specialisms of other professionals and how to lead and negotiate a position in an integrated working context when their ideas, expectations and views differ from own. Is aware of potential conflicts and challenges encountered in integrated working and knows how to resolve, prevent and mitigate them. Knows the importance of improving own practice and acting as a role model

	<p>within integrated working.</p> <p>Uses appropriate language to develop and embed integrated working, including the language of leadership.</p>
Information sharing	<p>Understands appropriate information protocols and how to negotiate them.</p> <p>Knows methods of information sharing and how to evaluate the impact of information on practice.</p> <p>Uses innovative means for sharing information including social media.</p>
<b>Process related knowledge and understanding at level 8:</b>	
Leads the CAF/eCAF, providing support to others in own and other organisations	<p>Knows the purpose of the CAF/eCAF as a means to integrated working.</p> <p>Understands own role in leading the CAF/eCAF and ways to evaluate their implementation to improve the effectiveness of the service for young people.</p>
Leads and evaluates Team Around the Young Person	<p>Uses management and leadership styles to develop an effective Team Around the Young Person and knows how to evaluate its effectiveness through integrated working.</p>
Acts as, develops and evaluates the role and performance of the lead professional	<p>Knows the skills and attributes of a model lead professional (and how to mirror them as a leader) to develop an effective organisation/integrated service that improves outcomes.</p>
Leads the vision and strategy for common induction to develop practice	<p>Knows the way to develop a vision for common induction to meet service/organisation/locality needs and understands its purpose in creating effective integrated working teams.</p> <p>Can evaluate the effectiveness of common induction and to find innovative ways of delivering it.</p>
Leads, manages, develops and evaluates communities of practice	<p>Accepts accountability in leading communities of practice, dissemination of outcomes, and their impact on improving integrated working.</p>
Establishes and evaluates information sharing protocols	<p>Leads the development of information sharing protocols, which define the ways of sharing information, to support effective implementation of outcomes, as part of integrated working.</p>
Acts as 'episode co-ordinator' or 'episode initiator'	<p>Understands the purpose and role of the 'episode co-ordinator' and the episode initiator, the skills needed to be effective in the roles and how to evaluate their</p>

	impact within the organisation/integrated service.
Leads integrated and/or multi-agency teams	Knows the purpose and composition of multi-agency teams and integrated working teams, how they operate and methodologies for their critical evaluation to improve their effectiveness in resolving complex problems. Understands leadership styles and how they impact on an integrated working team. Knows expectations of own role in leading an integrated working team.
<b>Knowledge and understanding transferable to/from other workforces at level 8:</b>	
Provides excellent customer service, differentiated to the user	Knows approaches appropriate to individual needs and aspirations of young people, their families, stakeholders and other professionals. Understands the purpose of encouraging active participation of the young person in service provision and how knows how to lead collaboratively with young people and other professionals to evaluate the effectiveness of the service.
Maximises resources use, ensuring value for money	Understands the purpose and use of diagnostic approaches for measuring and improving efficiency and effectiveness in the selection, use and evaluation of resources. Knows how to match innovative delivery with resource use while maintaining value for money. Understands and utilises methodologies that can be adopted to improve outcomes for young people and add value through integrated working.
Advocates for the integrated service/organisation	Takes a leading role in advocating for the service on behalf of self and other colleagues. Can negotiate a position with others to enable cross-service advocacy to take place in the interests of young people.
Applies and critically evaluates quality standards	Understands relevant occupational standards, sector-specific standards, international standards and their contribution to improving and maintaining the quality of the overall service provision through integrated working.

<b>Additional knowledge and understanding skills for those in a leadership role at level 8:</b>	
Develops a vision	Knows the purpose of an organisation's vision, how it links to aims, objectives and values and how to develop a vision, collaborating with young people, communities, stakeholders and colleagues to gain consensus.
Leads strategy development	Understands the purpose of a strategic plan and knows how to develop a plan which is deliverable within the resources available to optimise service delivery.
Leads the service/organisation	Knows the key requisites of an effective organisation, including KPIs, providing services to improve outcomes for young people achieved through integrated working.
Oversees the governance of the organisation	Understands the purpose of different governance models, the legal and procedural requirements underpinning them, and how to oversee and evaluate governance arrangements.
Provides an accountable integrated service	Knows the role of an accountable officer in the context of a multi-agency or integrated working team. Is aware of concepts of value for money and value added in the delivery of improved outcomes and the difference between them.

# Appendix 1:

## Skills, knowledge and understanding, relevant to specific specialisms





## Appendix 1 Skills, knowledge and understanding, relevant to specific specialisms

*Please note: this list is indicative not exhaustive - these are examples only. We acknowledge the support of relevant SSCs in approving this list.*

Skills, knowledge and understanding relevant to specific sectors		
Sector	Skills	Knowledge and understanding
Youth offending	<p>Supports and signposts support to complex and high risk cases appropriately</p> <p>Recognises when to apply intervention and when to refer</p> <p>Recognises how and when to handle manually</p>	<p>Common forms of offending among young people.</p> <p>The link between offending and disadvantage /vulnerable young person (eg single parents, drug mis-users, homeless).</p> <p>What an intervention strategy is.</p> <p>Knows how to recognise complex and high risk cases.</p> <p>Knowledge of specific interventions (eg electronic tagging, suicide prevention).</p> <p>How to affect manual handling.</p>
Vulnerable young people	<p>Supports and signposts support to complex and high risk cases appropriately</p> <p>Recognises when to apply intervention and when to refer</p> <p>Recognises how and when to handle manually</p> <p>Encourages family support in dealing with individuals</p>	<p>What constitutes a vulnerable young person (eg single parents, drug mis-users, homeless).</p> <p>How to recognise possible neglect, ill-treatment or abuse.</p> <p>Why some young people need specialist advice and guidance.</p> <p>How to recognise signs of addiction.</p> <p>What an intervention strategy is.</p> <p>How to recognise complex and high risk cases.</p> <p>How to affect manual handling.</p> <p>The importance of families and carers in supporting young people.</p> <p>Importance of the young person in dealing with issues.</p>
Social care	<p>Recognises when to apply intervention and when to refer</p>	<p>What an intervention strategy is.</p> <p>What constitutes complex and high risk cases.</p> <p>Forms of social care.</p> <p>Importance of families and carers in social care.</p>

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		<p>The importance of risk assessment.</p> <p>Why some young people may be under particular stress.</p>
Housing	<p>Creates opportunities for young people to develop independent living skills</p> <p>Mentors young people as appropriate</p>	<p>What constitutes independent living.</p> <p>The skills clients need for independent living.</p> <p>Security requirements in providing housing.</p> <p>What constitutes suitable housing to meet specific needs.</p> <p>The importance of risk assessment.</p> <p>Why some young people become homeless.</p> <p>Relevant legislation governing the sector.</p>
Youth work	<p>Mentors young people as appropriate</p> <p>Creates and supports strategies to encourage young people to change their lives</p> <p>Applies appropriate learning and development methodologies</p> <p>Recognises when to apply intervention and when to refer</p>	<p>What a low intervention strategy is.</p> <p>How to facilitate the personal, social and educational development of young people.</p> <p>What constitutes positive activities and outcomes.</p> <p>Importance of peer group in youth work.</p> <p>Why some young people may be under particular stress.</p>
Supporting learning	<p>Mentors young people as appropriate</p> <p>Coaches young people as appropriate</p> <p>Applies appropriate learning and development methodologies</p> <p>Supports assessment for learning</p>	<p>The learning needs of young people.</p> <p>Own role in supporting learning and development.</p> <p>What constitutes excellent customer service.</p> <p>Knowledge of cultural competency.</p> <p>Role of mentoring to provide support.</p> <p>Role of coaching to provide support.</p>
Guidance	<p>Assesses individual aspirations and needs</p> <p>Supports strategies to encourage young people to change their lives</p> <p>Challenges perceived and actual discrimination and stereotyping</p>	<p>Services and opportunities available to young people.</p> <p>How to access employment and career opportunities for young people.</p> <p>How to access funding and support for employment and learning.</p> <p>Strategies and methodologies that enable young people to cope and change their lives.</p> <p>Causes of actual and perceived discrimination and how to challenge them.</p>

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Play work	Links appropriate play with raising levels of motivation and self-esteem	The links between play and improving confidence and self-esteem in young people. How play work can support learning. The importance of building effective and appropriate play environments. What constitutes positive activities.
Sport & outdoor	Provides leadership in sport and outdoor recreation Coaches young people as appropriate Links providing opportunities for sport and outdoor recreation with raising levels of motivation and self-esteem	How young people are engaged through sport, recreation and outdoor pursuits. The importance of sport, recreation and outdoor pursuits in raising levels of confidence and self-esteem.
Creative and arts	Encourages young people to create ideas Links creative expression with raising levels of motivation and self-esteem	How creative expression can support motivation and outcomes. What constitutes positive activities. Knowledge of cultural competency. The importance of working with freelance artists. What constitutes a performance idea? Role of the peer group in securing outcomes. The importance of engaging young people in performance ideas. Role of mentoring and coaching in providing support.
Community development	Listens to the needs of communities as well as individuals Links community development with raising levels of motivation and self-esteem	The role of community development in reducing poverty and inequality. The importance of individual and community empowerment. The role of the community and the peer group in securing outcomes.

For 'Health' skills, knowledge and understanding – please see statutory professional regulatory standards of proficiency e.g. Nursing and Midwifery Council, Health Professions Council or relevant qualifications structures for demonstrating occupational competence e.g. L3 Diploma in Maternity and Paediatric Support.

## Appendix **2:** Glossary of acronyms and key terms



## Appendix 2      Glossary of acronyms and key terms

CAF	The Common Assessment Framework
Common Core	CWDC has launched a refresh of the Common Core of skills and knowledge that everyone working with children, young people and families should have
Communities of practice	The process of shared social learning designed to improve practice and outcomes
CPD	Continuing professional development
DfE	The Department for Education
Episode Co-ordinator	The person responsible for ensuring information about a specific young person's episode (i.e. complete journey through the CAF process – from identifying needs early until all identified needs are met) is accurate and up-to-date for the duration of the episode (i.e. period of delivery)
IYSS	Integrated Youth Support Services
Lead Professional	Young people with additional (and complex) needs who require support from a number of practitioners, who receive coherent and co-ordinated support through the input of one practitioner acting in a 'lead role'
NOS	National Occupational Standards
Process skills	Skills associated specifically with the delivery of outcomes for young people, e.g. implementation of the CAF
SDF	Skills Development Framework
Social pedagogy model	Model of delivery underpinned by a belief in the young person, in their competence and their resourcefulness
TAYP	Team Around the Young Person

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The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

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